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|  | Edwinstree Middle School **French What is my child learning?**  MFL Department  Overview 2023 / 2024 |
| |  |  | | --- | --- | | **Key Stage 2 –**  The MFL Department aims to develop students’ skills and confidence to talk about themselves and their immediate surrounding. They will also be taught the basic grammatical elements and structures that underpin language learning at this level such as present tense verbs, gender agreements and opinions. As well as introducing them to the tradition and culture of the French speaking world.   * The spiritual focus will look at la Toussaint, Christmas, la chandeleur and Easter traditions in France and French speaking countries, so that students can see the similarities and differences in how these Christians traditions are celebrated in France. * The cultural focus will be on reading and responding to authentic and literary texts such as a children’s poem and folk song | | | **Year 5** | | | **Learning 1** | **Learning 2** | | First meeting.  Can I introduce myself in French? | All about me.  Can I talk about my pets? | | **Year 6** | | | **Learning 1** | **Learning 2** | | Where I live.  Can I talk about my home and surroundings? | Where I live.  Can I talk about my town? | | **Key stage 3 –**  Having learnt basic grammatical structures and present tense formation in KS2, in KS3 students are challenged to apply these in new contexts. The curriculum is also designed to introduce students to new topics as well as re visit some taught previously with further vocabulary learning and to the future tense to enable them to vary their language and use a range of time frames, crucial to GCSE success. We aim to encourage students to be creative with language, to use more mature structures and vocabulary in order to understand and respond to speakers of the language.  They will revisit festivals and traditions touched upon in KS3 in more depth   * The spiritual focus will look at la Toussaint, Christmas, la chandeleur and Easter traditions in France and French speaking countries, so that students can see the similarities and differences in how these Christians traditions are celebrated in France.   The cultural focus will be on reading and responding to texts about French, geography, history and important cultural figures. | | | **Year 7** | | | **Learning 1** | **Learning 2** | | Daily routine.  Can I talk about my daily routine at home and at school? | My life outside school.  Can I talk about my hobbies? | | **Year 8** | | | **Learning 1** | **Learning 2** | | My holiday.  Can I talk about my holidays? | All about me.  Can I talk about others and myself? | | |
| **National Curriculum Key Stage 2**  **Purpose of study: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.**  Aims: The national curriculum for languages aims to ensure that all pupils:   * understand and respond to spoken and written language from a variety of authentic sources. * speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation * can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt * discover and develop an appreciation of a range of writing in the language studied.   **Key stage 2:** Pupils should be taught to:   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * present ideas and information orally to a range of audiences * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally and in writing. * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | |
| **National Curriculum Key Stage 3**  **Purpose of study: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.**  Aims: The national curriculum for languages aims to ensure that all pupils:   * understand and respond to spoken and written language from a variety of authentic sources. * speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation * can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt * discover and develop an appreciation of a range of writing in the language studied.   **Key stage 3:** Pupils should be taught to:  **Grammar and vocabulary**   * identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied * use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate * develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues * use accurate grammar, spelling and punctuation   **Linguistic competence**   * listen to a variety of forms of spoken language to obtain information and respond appropriately * transcribe words and short sentences that they hear with increasing accuracy * initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address * express and develop ideas clearly and with increasing accuracy, both orally and in writing * speak coherently and confidently, with increasingly accurate pronunciation and intonation * read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material * read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture * write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language | |